

# ORANGE COAST COLLEGE

Academic Senate Meeting | Oct. 1, 2024 | 11:30 am - 12:30 pm | Student Union  
214/Zoom Link: <https://cccd-edu.zoom.us/j/83950717582>

## Academic Senate Member Attendance

<b>Jason Ball</b> , <i>Part Time Faculty</i>	Present	<b>Kate McCarroll</b> , <i>at-Large</i>	Present
<b>Carol Barnes</b> , <i>Counseling</i>	Present	<b>Irene Naesse</b> , <i>at-Large</i>	Present
<b>Lauren Becker</b> , <i>at-Large</i>	Present	<b>Jeanne Neil</b> , <i>Business &amp; Computing</i>	Present
<b>Allissa Blystone</b> , <i>Math &amp; Sciences</i>	Present	<b>Leland Paxton</b> , <i>Part Time Faculty</i>	Present
<b>Eric Budwig</b> , <i>Technology</i>	Present	<b>Lori Pullman</b> , <i>Curriculum Chair, Parliamentarian</i>	Present
<b>Jodie Della Marna</b> , <i>Library</i>	Present	<b>Loren Sachs</b> , <i>at-Large</i>	Present
<b>Rendell Drew</b> , <i>at-Large, President</i>	Present	<b>Katherine Sheehan</b> , <i>Visual &amp; Performing Arts</i>	Present
<b>Carly Gonzalez</b> , <i>at-Large</i>	Present	<b>Jordan Stanton</b> , <i>Social &amp; Beh. Sciences</i>	Present
<b>Lee Gordon</b> , <i>at-Large, Vice President</i>	Present	<b>Lily Ei</b> , <i>ASOCC Student Representative</i>	Present
<b>Kelly Holt</b> , <i>at-Large</i>	Present	<b>Vacant</b> , <i>at-Large</i>	---
<b>Marilyn Kennedy</b> , <i>Lit &amp; Lang, Secretary</i>	Present	<b>Vacant</b> , <i>Part Time Faculty</i>	---
<b>Jodie Legaspi-Kiaha</b> , <i>Athletics &amp; Kin</i>	Present	<b>Vacant</b> , <i>Consumer &amp; Health Science</i>	---

Please see the Voting Tally Chart after these minutes for individual members' votes.

**Guests (Optional & Voluntary Sign-In):** Rupa Sara, Tara Giblin, Laura Behr, Anna Hanlon, Vesna Marcina, Andreea Serban, Maryann Watson, and Jeanette Grimm.

## 1. Preliminary Matters

- A. **Call to Order:** President Drew called the meeting to order at 11:30 A.M.
- B. **Public Comments:** Dean John Taylor.
- C. **Approval of the Minutes:** *Motion 1: Senator Kennedy moved to approve the September 24, 2024, meeting minutes with minor revisions; motion seconded; motion approved.*
- D. **For the Good of the Order:**

**Senator Sachs:** Highlighted that this week is Science Night, from 5 to 8 PM across the campus on Friday, October 4<sup>th</sup>. There will be maps available to guide attendees. This event is a wonderful opportunity for faculty, especially those not directly participating, to bring their children, nieces, nephews, or grandchildren to explore the various activities and offerings on campus.

## 2. Consent Agenda:

- A. **Search Committee Representative: District Director, Institutional Research, Planning, and Institutional Effectiveness (DIST)** - Daniel Goya-Lane
- B. **Search Committee Representatives: OCC Math and Science Dean** - Stephen Drum and Kelli Elliot
- C. **Committee Representatives: Online Advisory Board** - Megan Blash and Sherena Polk
- D. **Committee Representatives: Appeal Hearing Committee:** Cynthia Corley, Jamie Hitchings, Devyn Harnett, Vu Phan, Daniel Kuo, Heather Moeck, and Linda Ternes.
- E. **IPC Handbook:** Senator pulled the IPC Handbook from the Consent Agenda for further follow-up, discussion, and revision.
- F. **Online Advisory Board Membership:**

Member	Division/Department
Laura Behr	Kin and Athletics
Barbara Cooper	POCR and online
Sherana Polk	Comm/ Lit and Lang
Mansour Abdoli	Math and Sci
Cora Volkoff	DMAD/ VPA
Jacob Riddle	Technology
Charlene Reed	CHS
Anna Hanlon	Kin and Athletics/PH
Matt Denney	Technology
Leslie McCall	VPA
Mariana Voicu	Math and Science
Megan Blach	Social and Behavioral Sciences
Erin Gratz	Library

**Motion 2: President Drew moved to approve the Consent Agenda without the IPC Handbook; motion approved.**

### 3. Officer, Senator, & Committee Reports

#### A. Academic Senate President and Vice-President Reports:

1. **Vice-President Lee Gordon: AB 2925:** He reported on recent legislative activity. A series of bills approved by the legislature have been sent to the Governor, who recently announced which ones he will sign. Notably, he signed AB 2925, which is now California law.

AB 2925 mandates that the top five most targeted groups for hate crimes, including the Jewish community, be included in higher education anti-discrimination and diversity, equity, and inclusion (DEI) training.

The top five most targeted demographics for hate crimes in California are:

1. African American
2. Gay male
3. Hispanic
4. Jewish
5. Asian

Hate crimes targeting Jews surged sharply in California last year, with anti-Jewish incidents accounting for over 70% of all hate crimes related to religious bias in the state. A key aspect of this law is that California community colleges are required to incorporate training to combat and address antisemitism, along with the other four demographics, in any anti-discrimination or DEI training offered.

2. **President Rendell Drew: AI Presentation:** He provided a brief report noting that he has a presentation on artificial intelligence (AI) today where he will summarize his experience at the AI Summit held at De Anza College.

**Faculty House:** He noted that during our last Executive Board meeting, the topic of returning to the Faculty House was discussed. He wants to raise this for consideration, but no immediate action is necessary. While the current room is appreciated, it has become overused; he attends approximately 75-80% of meetings here. The Faculty House offers a kitchenette and dedicated space, which we have previously used effectively. As

**Geography Professor and Senator Naesse** noted, relinquishing our space may mean we cannot reclaim it easily. He would like to work with the E-Board to address this and ensure

the Faculty House is well prepared for our needs. Once it is cleaned up, he would like to invite everyone for a tour. Additionally, if we move to the Faculty House, we will need a HyFlex system for our Senate meetings as we have here. We will need to collaborate to secure funding for this.

**Hispanic Heritage Month:** On a related note, in honor of Hispanic Heritage Month, the CLEEO Project event featuring Manuel Vargas will take place at 11 a.m. today.

**Senator Kelly Holt:** He congratulated Dr. Kelly Holt on her new appointment as Interim Dean of CHS, which will create a [temporary] vacancy for a new OCC Senator-at-Large position.

**RSI:** Under today's unfinished business, we will hear from **Online Coordinator Laura Behr** and **Dr. Anna Hanlon** regarding the upcoming accreditation visit and the Required Substantial Interaction. **Lori Pullman, the OCC Curriculum Chair,** will also provide an update on the Curriculum Committee's activities.

**B. Union/Bargaining Unit Report - CFE President Rob Schneiderman: CFE President**

**Schneiderman** stated that he would like to address a significant issue discussed at the District Curriculum meeting held on Friday, which included representatives from all three colleges. He stated that Vice Chancellor Andreea Serban announced that the District would need to pay \$2.3 million in unreimbursed LHE if the Curriculum Committee did not change the meeting configuration of over 600 classes district wide. The Union believes that management is inappropriately pressuring the Curriculum Committee to resolve a fiscal issue. We stand with Curriculum Chair Lori Pullman, who emphasized that the primary goal of the committee is to maintain the academic quality and integrity of our programs and ensure compliance with educational standards. Financial concerns should not be the committee's responsibility. This situation stems from management receiving a 10% discount on lab costs, which they are reluctant to relinquish. The pay issue has escalated, and the Union plans to attend meetings on Friday and Saturday with the California Federation of Teachers and their statewide leaders. We will seek support to organize a potential strike authorization, if necessary. It is essential to address the lecture-lab disparity through negotiations rather than exerting pressure on the curriculum committees. **Vice-President Gordon:** Asked President Schneiderman to provide more details on what the Vice Chancellor is trying to push the faculty to do. **CFE Schneiderman:** Agreed to elaborate. **Vice Chancellor Serban:** Stated that she was present, and she respectfully disagreed with CFE Schneiderman's characterization of the situation. She stated they have a recording that clarifies the context, which involves aligning units with hours per Title V regulations. The 600 courses in question currently exceed the hours allowed by state-recognized formulas. This issue is not about the lab factor, which is a separate discussion. The focus of the curriculum workshop was to ensure compliance with the standards defined in Title V. **CFE President Schneiderman:** This is a negotiable issue and is not related to state accreditation. It primarily concerns our lack of reimbursement for certain costs. This is a negotiable issue for us. This matter is not related to accreditation or the acceptance of courses by the state; it is simply about the District's unwillingness to cover costs associated with the current configurations. **Point of Order: President Drew:** Called a point of order, stating that this is a report from the union, and he would like CFE President Schneiderman to have an opportunity to wrap up his statement. **CFE President Schneiderman:** Offered to send slides to Beatriz now and stated it is clear this is a negotiable issue as far as the union is concerned. This is not about accreditation. It is not about courses being accepted by the State. This is simply about this: The District does not want to pay for the way they're currently configured. Thank you. **Senator Jason Ball:** Wanted to emphasize that this is a faculty body and a

faculty report. Non-faculty members should raise their hands and be waited to be called on to speak, rather than interrupting faculty during a faculty meeting.

- C. Accreditation Coordinating Committee - Professor Anna Hanlon:** Updated the Senate on the progress of the ISER development. The first draft of the ISER has been returned to the governance committees that created its content. Yesterday, the Accreditation Coordinating Committee reviewed the feedback and is making recommendations for its inclusion in the draft. The revised draft will be shared with the campus next week. We are making progress, and the campus community can expect to see the first draft soon.
- D. Online Advisory Board (OAB) –Online Coordinator Laura Behr:** Our next Online Advisory Board meeting will be on October 18th. Additionally, we still need a representative from the business division.

## 4. Unfinished Business

### **A. Regular Substantive Interaction (RSI) – Online Coordinator Laura Behr and Anna Hanlon:**

**Online Coordinator Behr:** We are seeking an endorsement of the assessment distributed last week. I have provided a timeline outlining our goals for the assessment. The [Google Doc](#) has been refined for clarity, featuring straightforward dropdown menus with added explanations for faculty. We hope online instructors will take this assessment seriously; it should only take about two minutes to complete. If the Senate endorses this initiative, we plan to offer training. We already have a PowerPoint presentation ready and would like to seek Flex credit for it, especially for instructors who may need a refresher on RSI. If necessary, we can also adapt this into a Canvas workshop. Once the assessment is finalized, we will distribute it to online instructors via email, allowing a couple of weeks for completion. It is crucial that we gather this feedback in a timely manner, as we need to incorporate these findings into our coursework before spring 2025. Additionally, we have discussed with Dr. Drew the possibility of establishing a focus group within the Academic Senate to develop a peer review process related to RSI as we move toward accreditation. Coastline, our sister college, has something in place. We may borrow some ideas from them, but we would like our Academic Senate to come up with a plan. **Vice President Gordon:** The assessment is indeed a negotiable item. Please ensure that **CFE President Rob Schneiderman** or **CFE Executive Director Vesna Marcina** sign off on it before the Senate votes. Before he votes in favor of this, he wants to ensure that our bargaining agent, responsible for assessments, has signed off on it prior to the vote. **Professor Hanlon:** Any feedback from senators on the assessment tool would be welcome, as well as input on the proposed timeline. **President Drew:** Stated that he will set up a meeting for the Union, Laura Behr, Anna Hanlon, and CFE President Rob Schneiderman. **Professor Hanlon:** This is not the only way to ensure RSI is integrated into our online courses, but it is the approach we discussed with Dr. Drew moving forward. Two years ago, a recommendation was brought to the Senate to develop a faculty-driven process to ensure RSI is implemented in large and GE courses. Unfortunately, we still do not have that process in place. We need to establish whatever process the Senate deems appropriate to ensure RSI is occurring at the CRN level. There are significant consequences for not doing so, particularly concerning accreditation and, most importantly, student success. **Senator Kennedy:** I wanted to share feedback and concerns from my division regarding the assessment process. My initial understanding from the E-Board meeting was that this would be a self-review. However, it has evolved into a self-review submitted to another group, which undermines the original intent. A self-review could involve peer-to-peer discussions with selected faculty members, but this current format involves an external entity oversight beyond the faculty member, and it is not clear which types of online classes this is about. She shared that during the

last on-campus accreditation visit, an ACCJC member walked into her physical class, and it was observed for at least an hour, but there was no ongoing monitoring of her teaching or other instructors' teaching, before that ACCJC visit to check to see if they were doing things "correctly." There are concerns about this new approach of monitoring courses outside of the normal evaluation and contract processes. While we should address the RSI issue, we must ensure we implement it appropriately and correctly to avoid a repeat of past overreactions, as well, such as the Pope Tech issue, last year. **Online Coordinator Behr:** As a faculty member and online coordinator, I want to clarify that I am not submitting this assessment to an external group. I am part of the same faculty community as you all. My intention is to bring a self-assessment that reflects our collective efforts. We are all in this together. **Senator McCarroll:** The timeline says that from November 19<sup>th</sup> through December 6<sup>th</sup> the Online Coordinator will follow up with non-respondents. Does that imply that it is required? **Online Coordinator Behr:** No, it's just so we get a number set of what our online courses look like. We plan on doing this for online courses, asynchronous and hybrid courses.

## 5. New Business

**A. Artificial Intelligence (AI) - President Rendell Drew:** Stated that his report summarizes his experience at the recent Future AI Summit, which he attended alongside his colleague, Rupa Saran, who is actively involved in this initiative. This is a brief overview of the summit highlights, including insights on teaching with artificial intelligence, policy development considerations, and overcoming common fears associated with AI. The key takeaways from the Summit were these items:

1. **Overcoming AI Fears:** Many attendees expressed concerns about AI's impact on education. Addressing these fears is crucial as we explore AI's transformative potential in our institutions.
2. **Suggested Principles for AI Policies:** The summit presented various principles for creating effective AI policies in education, emphasizing the need for ethical and legal considerations.
3. **Innovative Use Cases:** The summit showcased various positive applications of AI in student services and educational practices.
4. **Collaborative Action Plan:** A new roadmap, Vision 2030, was introduced, focusing on equity and collaboration in California's community colleges.

During the spring 2023 plenary session, Resolution 13.05 was passed, emphasizing the importance of developing resources related to AI in education and academic integrity. This framework will guide local colleges in developing their own policies.

AI is reshaping how we teach and interact with students. We must embrace this technology to enhance our pedagogical approaches and improve student success. A recommended resource is *Teaching with AI: A Practical Guide* by José Antonio Bowen and Everett Watson, which provides valuable insights on integrating AI into education. Effective policy development should prioritize:

- **Ethical Standards:** Ensure compliance with legal requirements and ethical considerations.
- **Transparency and Accountability:** Establish clear guidelines for the use of AI.
- **Professional Development:** Provide training and resources for faculty to effectively incorporate AI in their teaching.

As we move forward, it is essential to use growth-minded language in our policies, avoiding fear-based approaches. Several institutions, like Stanford University and Arizona State University (ASU), are setting their own policies regarding AI usage in courses, allowing instructors to define their parameters.

**Motion 3: Vice President Gordon moved to approve the addition of five more minutes on this agenda item; motion seconded; motion approved.**

Arizona State University emphasizes the importance of academic integrity in relation to generative AI, such as ChatGPT. The College Dean's Office encourages academic units and faculty to clarify whether the use of generative AI in their courses is permitted or prohibited. This information should be clearly stated in syllabi, announcements, and assignment instructions. As we move forward in developing AI policies, it is evident that a flexible approach is necessary. There is a strong focus on reimagining assignments to incorporate AI meaningfully. Any integration of AI should be intentional, serving a clear purpose that enhances student engagement and learning outcomes. The use of AI in assignments should not be arbitrary. It must contribute positively to the learning experience and be relevant to the course objectives. The ongoing dialogue around AI suggests that future generations may view it as an integral part of daily life, much like electricity and cars. If students are collaborating with AI, we should recognize the potential benefits rather than immediately labeling it as cheating. This approach may vary across cultures and learning groups. Rather than banning AI, we should explore how it can help students improve their academic performance. The challenge lies in ensuring students engage deeply with their work and understand the material rather than relying solely on AI-generated outputs. Our policies should focus on utilizing AI within legal and ethical boundaries, ensuring that we support students' growth as learners.

In conclusion, understanding and integrating AI into our educational framework is vital for fostering student success and adapting to evolving technologies. I encourage collaboration among colleagues to navigate these changes effectively. As AI continues to evolve, we must adapt our educational strategies and policies to harness its potential while maintaining academic integrity. **Senator Kennedy:** Stated that she appreciated the incorporation of ethics and the nuances of AI into the discussion, because too often there is a bifurcated argument about either fearing or embracing AI. Those of us using ethical judgments are not afraid of AI. We want our students to think clearly and critically. However, she noticed in one of the slides some language from the Summit's presentation suggesting that critical thinking is teaching a student how to craft a sophisticated prompt to submit to AI. That's about 0.01% of what constitutes critical thinking and a rather bad message for students. As illustrated in *2001: A Space Odyssey*, there are effective and ineffective ways to program AI, highlighting the importance of thoughtful engagement and ethics with the technology. **Senator Naesse:** Raised a concern that this semester she has observed that a significant amount of AI-generated content in her courses is originating from bots rather than actual students. These bots appear to be attempting to defraud the government of financial aid. In the context of online classes, where there is no face-to-face interaction, this anonymity allows individuals to submit work while posing as legitimate students. This issue highlights the need for careful consideration of AI's impact on academic integrity. **Senator Ball:** In response to President Drew's point about creating mindful policies, I believe we need to consider AI within the broader framework of the California Community College system. If assignments can be easily completed by AI, it raises questions about their rigor and relevance to university-level education. While AI can access information in political science, it struggles to grasp the nuanced methodologies and specific discourse within my field. There seems to be a trend toward standardizing our curriculum, which risks reducing our teaching to a level similar to high school education. This could lead to a situation where students are assessed solely on

their ability to regurgitate information, rather than engaging with the material critically. As AI evolves, the pressure to standardize assignments and outcomes may make it increasingly feasible for AI to deliver our courses. While I agree that we should strive to eliminate subpar work, the push for uniformity could inadvertently create conditions where AI can effectively replace human instruction. This concern warrants careful consideration in the context of our educational goals. **President Drew:** As we move forward working with our District partners and with our faculty here on our campus, we are going to be very mindful of the development the policies so that they have dealt with the ethical, bias, cheating, and bot concerns.

**B. Curriculum Committee Report - Curriculum Chair Lori Pullman:** Curriculum Chair Pullman stated that as **CFE President Rob Schneiderman** mentioned, we recently held a district-wide curriculum workshop that condensed our usual week-long Curriculum Institute into just four hours, making it quite intense. This workshop will now be held annually in the spring, allowing faculty to prepare for the fall semester. During the workshop, we covered several important topics, including:

- **Course Descriptions:** Ensuring they reflect diversity, equity, inclusion, and accessibility (DEIA) principles.
- **Repeatability and Course Families:** Clarifying policies related to these areas.
- **Transition to CourseLeaf:** We are planning to switch to CourseLeaf within the next six months.
- **Course Alignment:** Reviewing course subject and number alignments, unit differences, articulation, and credit for prior learning.
- **Degree Standards:** Addressing common course numbering and ensuring our associate degrees—both local and transferable—are appropriately structured. We aim to limit the number of units for our courses, as some currently exceed 80 or 90 units, which is inappropriate for a two-year college.
- **Non-Credit and Credit Requirements:** Clarifying distinctions and expectations between these types of courses.
- **Course Retirements:** Discussing strategies for retiring courses and tracking the number of students in the pipeline, as we must maintain courses until all enrolled students have completed them.

We engaged in extensive discussions and gathered a wealth of information during the workshop. If anyone is interested in specific areas, I would be happy to share those details. Currently, our priorities include ensuring all degrees are up to date and addressing the unit alignment issues. We are particularly focused on our Associate of Arts (AA) degrees, which currently have the same unit requirements as our transferable AA degrees. This poses challenges for our Career and Technical Education (CTE) students, who often find the unit load too heavy to complete their programs. Reducing the number of units will enhance accessibility for those pursuing local AA degrees who do not plan to transfer. This change is essential for improving completion rates and increasing the number of certificates we can offer. **Senator Becker:** Made a couple of suggestions regarding curriculum in the Career and Technical Education (CTE) area. Currently, some of our local associate degrees are at 64 and 62 units, and I have been asked to reduce them. However, with the recent increase in general education (GE) course requirements from 18 to 21 units, I anticipate returning to similar unit levels. I would appreciate guidance and training on how to effectively create general education courses for our CTE programs. I understand there has been some stigma surrounding the integration of GE in CTE, but I believe there is significant potential here. I would like to initiate a conversation on how we can incorporate GE into our CTE offerings moving forward.

## 5. Adjournment

**President Drew** adjourned the meeting at 12:27 p.m.

### Minutes: Approved October 8, 2024

**MINUTES:** First draft written by Beatriz Rodriguez Vaca, Administrative Assistant to the Senates. Revision of first draft and Senate-approved drafts written by Senate Secretary, Marilyn Kennedy, who also distributes the final Senate-approved version to the Chancellor, Board of Trustees members and secretary, union presidents, GWC and Coastline Academic Senate presidents, OCC College President, and faculty as per OCC Senate bylaws.

Senate Membership	Motion 1 Minutes 09/24/24	Motion 2 Consent Agenda	Motion 3 Extend time for 5 minutes in 5A.
Ball, Jason: Part-Time Senator (2024-2025); 11:34am	Absent	Aye	Aye
Barnes, Carol: Counseling Senator (2021-2024)	Aye	Aye	Aye
Becker, Lauren: Senator at-Large (2024-2027)	Aye	Aye	Aye
Blystone, Allissa: Math & Sciences Senator (2023-2026)	Aye	Aye	Aye
Budwig, Eric: Technology Senator (2023-2026)	Aye	Aye	Aye
Della Marna, Jodi: Library & Learning Senator (2023-2026)	Aye	Aye	Aye
Drew, Rendell: President, Senator-at-Large (2023-2026)	Aye	Aye	Aye
Carly Gonzalez: Senator at-Large (2024-2027)	Aye	Aye	Aye
Gordon, Lee: Vice President, Senator-at-Large (2022-2025)	Aye	Aye	Aye
Holt, Kelly: Senator-at-Large (2023-2026)	Aye	Aye	Aye
Kennedy, Marilyn: Secretary, Lit. & Lang. Senator (2022-2025)	Aye	Aye	Aye
Legaspi, Jodie: Athletics and Kinesiology Senator (2023-2026); 11:32am	Absent	Aye	Aye
Kate McCarroll, Senator-at-Large (2024-2027)	Aye	Aye	Aye
Naesse, Irene: Senator-at-Large (2023-2026)	Aye	Aye	Aye
Neil, Jeanne: Business and Computing Senator (2022-2025); 11:40am	Absent	Aye	Aye
Paxton, Leland: Part-Time Senator (2024-2025)	Aye	Aye	Aye
Sachs, Loren: Senator-at-Large (2022-2025)	Aye	Aye	Aye
Sheehan, Katherine (2024-2027); 11:35am	Absent	Aye	Aye
Stanton, Jordan: Social & Beh. Sciences Senator (2022-2025)	Aye	Aye	Aye
VACANT, Senator-at-Large (Fall 2024)	VACANT	VACANT	VACANT
VACANT, Part-Time Senator (2024-2025)	VACANT	VACANT	VACANT
VACANT: Consumer Health Sciences Senator (2023-2026)	VACANT	VACANT	VACANT